



JOHN ENGLER  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman

DATE: December 6, 2002

SUBJECT: Presentation and Discussion Regarding Grade Level Performance Expectations

Attached are materials that will form the basis for a presentation on Grade Level Performance Expectations at the Committee of the Whole meeting on December 12, 2002.

The presentation will be made by Ms. Marilyn Roberts, Director of the Office of Educational Assessment in the Michigan Department of Treasury, and Ms. Sue Carnell, Director of the Office of School Excellence in the Michigan Department of Education. The development of the grade level expectations has, from the beginning, been a collaborative effort between the two departments.

At the State Board of Education meeting in Utica on April 11, 2002, Ms. Carnell and Dr. Jeremy Hughes, in his role as Director of the Office of Educational Assessment, made a presentation on the project. The project was initiated primarily because of the requirements of No Child Left Behind. NCLB requires testing in Reading and Math at grades 3-8 and once in high school, beginning in the 2005-06 school year.

NCLB requires that these tests be directly aligned with the specific performance objectives for each grade level. Because Michigan's Curriculum Frameworks categorizes the "benchmarks" in grade level clusters (for example: Early Elementary, Later Elementary, Middle School, High School) it was necessary to institute a process to align the benchmarks by grade levels, to serve as the basis for the development of the new NCLB tests. The attached documents present a summary of work to date.

This project is nearing completion and the Board presentation will report on this.

KATHLEEN N. STRAUS - PRESIDENT • SHARON L. GIRE - VICE PRESIDENT  
MICHAEL DAVID WARREN, JR. - SECRETARY • EILEEN LAPPIN WEISER - TREASURER  
MARIANNE YARED MCGUIRE - NASBE DELEGATE • JOHN C. AUSTIN • HERBERT S. MOYER • SHARON A. WISE

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
[www.michigan.gov](http://www.michigan.gov) • (517) 373-3324

## Grade Level Performance Expectations

## Michigan Curriculum Framework: Kindergarten Mathematics Performance Expectations

- I.1\* Create, describe, and extend simple growing and shrinking patterns and sequences of objects and events. Sort, classify and order concrete objects.
- II.1 Identify and sort three-dimensional objects and describe their likenesses and differences.
- II.2 Name and demonstrate the relative position of objects.
- II.3 Use relative terms and non-standard units to compare and order objects. Identify units of time and compare calendar elements.
- III.1 Gather and sort data in response to questions and arrange in a graph.
- III.2 Select the category or categories that have the most or fewest objects in a graph. Conduct surveys to solve problems and answer questions.
- IV.1 Explain rules of counting. Relate, read, and write numerals for single-digit numbers. Copy and extend sequences of numbers from 1 to 10.
- IV.2 Represent and use whole numbers in flexible ways, including relating, composing and decomposing numbers, and constructing multiple equivalent sets.
- IV.3 Compare and order whole numbers up to 10. Use 1-to-1 correspondence and language to describe relative sizes.
- V.1 Combine and separate small sets of objects in contextual situations and partition or share a small set of objects into groups of equal size.
- V.2 Model problem situations using physical materials.
- VI.2 Sort a set by a given attribute or by their own rule and explain.

## Michigan Curriculum Framework: Grade 1 Mathematics Performance Expectations

- I.1 Create, describe, model, analyze and extend repeating and growing patterns with materials, pictures, geometric items, and words and translate patterns from one form to another. Describe and analyze patterns with multiple attributes.
- I.2 Describe qualitative and quantitative change.
- II.1 Identify, compare, and sort two-dimensional shapes and describe their likenesses and differences.
- II.2 Model and use directional and positional words to place objects and/or describe their position.
- II.3 Estimate and measure length, weight, time, and capacity using non-standard units of measure. Tell time to the nearest hour. Name and identify values of coins and bills.
- III.1 Identify categories for collecting and sorting data, collect and organize the data into charts, and display the data in picture graphs.
- III.2 Read and interpret charts and graphs to identify and quantify main ideas, draw conclusions, and answer questions.
- III.3 Construct questions, collect data, and make predictions.
- IV.1 Read, write, compare and order numbers to 100 and count backward from and forward to 100 starting at any number. Sort objects into groups of 10's and 1's and write the numeral.
- IV.2 Represent whole numbers and fractional parts. Use ordinal numbers to order objects.
- IV.3 Compose and decompose whole numbers.
- V.1 Develop strategies for basic addition and subtraction facts. Model, use, and explain the commutative and associative properties of addition.
- V.2 Recognize and represent relations using mathematical symbols.
- VI.1 Use language such as always, maybe, and never as they relate to an event.
- VI.2 Sort a set of objects in more than one way.

\* Roman numerals represent strands and the number following the period is a standard.

## Michigan Curriculum Framework: Grade 2 Mathematics Performance Expectations

- I.1\* Recognize, generalize, predict, model, and describe repeating and growing numeric and geometric patterns. Create new patterns in more than one way.
- I.2 Complete simple Input/Output Tables describing the pattern of change in the output column.
- II.1 Describe, compare and sort two- and three-dimensional shapes according to their attributes.
- II.2 Locate and describe position of numbers/objects. Identify lines of symmetry in two-dimensional shapes.
- II.3 Tell time to the nearest hour and half-hour. Count money and make change using coins up to \$1.00. Make and test prediction about measurements.
- III.1 Pose questions, use observations, interviews and surveys to collect data and organize the data in tables/charts and graphs.
- III.2 Read, interpret, and make comparisons from data, categories of data, and the data as a whole. Identify untrue or inappropriate statements about a given set of data and recognize that data may vary from one population to another.
- III.3 Conduct surveys to solve problems and answer questions of interest.
- IV.1 Use place value concepts to represent, compare, and order whole numbers.
- IV.2 Construct models to represent three-digit numbers and represent fractions. Develop strategies for estimating quantity and evaluate reasonableness.
- IV.3 Explore, develop, and understand the part-whole relationship of number. Compare and order numbers using "equal," "less than," or "greater than" and generalize ways to determine even or odd.
- V.1 Model, represent, explain, and record multiple strategies for adding and subtracting 2- or 3-digit whole numbers.
- V.2 Use concrete, pictorial, and verbal representations to develop understanding of invented and conventional symbolic notation and identify values for symbols in an expression or equation.
- VI.1 Conduct simple probability experiments, discuss possibilities, make predictions, and compare results with expected outcomes.
- VI.2 Sort and classify objects by their attributes as a means to explore set and set relationships.

## Michigan Curriculum Framework: Grade 3 Mathematics Performance Expectations

- I.1 Replicate, describe, extend, and create numerical and geometric patterns.
- I.2 Describe and differentiate among patterns that are repeating, growing or shrinking.
- II.1 Compare, sort and classify polygons and non-polygons. Create patterns/shapes inside a predetermined amount of space.
- II.2 Describe location of objects.
- II.3 Identify, select and record appropriate units of measure for length, capacity, weight and time. Count money and make change.
- III.1 Collect and organize data from various sources and construct tables and graphs to present the data.
- III.2 Read and interpret data displayed in charts, plots, tables and graphs. Identify and use maximums and minimums to compare related data sets.
- IV.1 Use place value concepts to represent, compare, and order whole numbers and decimals with various representations. Develop understanding of common fractions.
- IV.2 Represent fractions and decimals with various representations.
- IV.3 Compare whole numbers, fractions or decimals by using objects or pictures.
- V.1 Demonstrate fluency in addition and subtraction with whole numbers in a variety of ways. Develop understanding of multiplication and division of whole numbers. Estimate sums and differences of whole numbers using a variety of strategies. Show understanding of the commutative, associative and distributive properties with whole numbers.
- V.2 Write, solve, and explain simple mathematical statements and one- and multi-step real-world problems.
- VI.1 Determine the possible outcomes of a simple experiment and make predictions.
- VI. Use various representations to solve problems involving arrangements or combinations.

\* Roman numerals represent strands and the number following the period is a standard.

## Michigan Curriculum Framework: Grade 4 Mathematics Performance Expectations

- I.1\* Represent, analyze, extend, create, and make generalizations of numerical and geometric patterns and numerical relationships.
- I.2 Compare situations with constant or varying rates of change and make predictions.
- II.1 Describe, classify, compare and model two- and three-dimensional objects. Identify and model similarity and congruence
- II.2 Use symmetry and transformation to identify and model lines.
- II.3 Estimate and measure perimeters and areas of regular and irregular polygons. Make simple unit conversions within a measurement system.
- III.1 Create a plan for collecting data for a specific purpose and identify appropriate ways to display the data.
- III.2 Raise and answer questions about the source, collection, organization, presentation of, and conclusions drawn from the data and check for biases.
- III.3 Formulate, communicate and evaluate arguments and conclusions based on data and evaluate them.
- IV.1 Represent addition, subtraction, multiplication and division situations and properties. Develop understanding of fractions.
- IV.2 Apply estimation, including overestimation, underestimation and range of estimate.
- IV.3 Identify and represent factors and multiples of whole numbers.
- V.1 Demonstrate fluency in multiplication and division with whole numbers in a variety of ways. Develop understanding of addition and subtraction of fractions and decimals. Estimate products and quotients of whole numbers using a variety of strategies.
- V.2 Determine if there is sufficient, missing or extraneous information in problem-solving situations and solve when possible.
- VI.1 Analyze probability experiments and simulations.
- VI.2 List and count combinations using one member from each of several sets, each containing two or three members.

## Michigan Curriculum Framework: Grade 5 Mathematics Performance Expectations

- I.1 Draw conclusions and make predictions from graphical displays.
- I.2 Use variables to describe patterns and other relationships.
- II.1 Predict which three-dimensional object will result from folding a two-dimensional net. Identify and determine the relationships among intersecting, parallel and perpendicular lines and the parts of a circle.
- II.2 Use coordinate plane (first quadrant) and map skills to locate and describe objects.
- II.3 Demonstrate and describe the differences among linear, square, and cubic units. Use benchmark angles to estimate the measure of angles. Use estimations of time, temperature and money to solve problems.
- III.1 Select, explain and use a graph that is appropriate for the type of data to be displayed.
- III.2 Read, construct and interpret tables and graphs. Modify initial conclusions as additional data are collected, propose and justify new interpretations and predictions.
- III.3 Compare what should happen with what did happen in a simple experiment.
- IV.2 Identify and generate equivalent forms of fractions, decimals, percents, ratios and proportions, and translate freely among representations.
- IV.3 Determine and use factors, multiples, common factors, common multiples, greatest common factor and least common multiple of numbers.
- V.1 Demonstrate fluency in addition and subtraction with fractions and decimals in a variety of ways. Develop understanding of multiplication and division of fractions and decimals. Estimate computations with fractions and decimals using a variety of strategies. Show understanding of the commutative and associative properties, additive identity and inverse with fractions and decimals.
- V.2 Translate word problems into numbers sentences, solve and explain solutions.
- VI.1 Solve problems involving probabilities determined from simple experiments (empirical) and derived mathematically (theoretical).
- VI.2 List and explain permutations and combinations. Create and interpret Venn diagrams.

\* Roman numerals represent strands and the number following the period is a standard.

## Michigan Curriculum Framework: Grade 6 Mathematics Performance Expectations

- I.2\* Use bivariate data or linear relationships to show how the change in a variable affects related variables.
- II.1 Classify two- and three- dimensional objects. Combine, dissect and transform shapes.
- II.2 Perform transformations with two-dimensional figures.
- II.3 Understand the differences between perimeter and area.
- III.1 Organize and display single-variable data in appropriate graphs and plots.
- III.2 Analyze data by using measures of center (e.g., average) and measures of spread (e.g., range).
- III.3 Make predictions and decisions based on data.
- IV.1 Develop an understanding of integers and rational numbers. Represent rational numbers in both fraction and decimal form and translate between them. Model and solve problems concerning fractions, decimals, and integers.
- IV.2 Estimate reasonable solutions to problem situations involving fractions and decimals using a variety of strategies.
- IV.3 Compare and order fractions, decimals, percents and integers. Decompose and recompose whole numbers using factors and exponents.
- V.1 Demonstrate fluency in multiplication and division of fractions and decimals in a variety of ways. Show understanding of the distributive property with fractions and decimals.
- V.2 Evaluate simple expressions and use formulas in problem-solving situations.
- VI.1 Understand the possible values of probability and their relationship to certainty.
- VI.2 Model and analyze algorithms for whole numbers, fractions, decimals and integers.

## Michigan Curriculum Framework: Grade 7 Mathematics Performance Expectations

- I.1 Represent and analyze patterns, rules and relationships and identify sequences as linear or nonlinear.
- I.2 Identify, describe, and compare situations with constant or varying rates of change.
- II.1 Use properties to define shapes to solve problems using those properties.
- II.2 Predict and describe effects of transformations on two-dimensional shapes.
- II.3 Measure objects using standard units and understand and describe the differences between the attributes of an object (e.g., surface area and volume). Solve problems involving proportional relationships and scale factors.
- III.1 Analyze how decisions about graphing affect the graphical representation and explain why one representation is preferred over another.
- III.2 Analyze data by using combinations of measures of center and spread including the effect of outliers. Identify misuses of data outside of the classroom.
- III.3 Construct opposing arguments based on analysis of the same data using different displays.
- IV.1 Demonstrate an understanding of place value using powers of ten and write large numbers in scientific notation.
- IV.2 Select appropriate representations for percents, ratios and proportional reasoning in order to simplify and solve problems and determine the reasonableness of solutions.
- IV.3 Select appropriate units for measuring. Apply understanding of ratios, rates, proportions and percentages in solving problems.
- V.1 Demonstrate fluency with percents and integers in a variety of ways. Show understanding of the properties of operations with integers.
- V.2 Represent linear equations graphically and inequalities on a number line.
- VI.2 Solve problems involving networks and iterations.

\* Roman numerals represent strands and the number following the period is a standard.

## Michigan Curriculum Framework: Grade 8 Mathematics Performance Expectations

- I.1\* Identify functions as linear or nonlinear and contrast their properties.
- I.2 Represent variability or change by ordered pairs, tables, graphs or equations.
- II.1 Make and test conjectures about characteristics and properties of two- and three-dimensional objects.
- II.2 Compute and interpret slope, midpoint and distance.
- II.3 Apply proportional reasoning or formulas to solve problems.
- III.2 Identify and analyze sampling techniques and simulations.
- III.3 Represent and interpret two-variable data with a scatterplot, describe the pattern and make predictions.
- IV.1 Explain and use the inverse and identity properties. Write small numbers in scientific notation.
- IV.2 Estimate, compute, and solve problems involving rational numbers including ratios, rates, proportions, percents and derived measurements and judge the reasonableness of solutions.
- IV.3 Find and approximate square roots.
- V.1 Demonstrate fluency with algebraic number operations in a variety of ways. Show understanding of the algebraic properties.
- V.2 Solve linear equations and use the context of the problem to interpret and explain concepts and solutions. Represent algebraic notations and concepts in a variety of ways.
- VI.1 Solve problems involving simple dependent and independent events.
- VI.2 Use discrete mathematical concepts to model situations and solve problems including existence, optimization and counting problems.

\* Roman numerals represent strands and the number following the period is a standard.

**MICHIGAN CURRICULUM FRAMEWORK (1995)**  
**ENGLISH LANGUAGE ARTS GRADE LEVEL EXPECTATIONS**  
**(FINAL DRAFT 12/3/02)**

The following grade-level expectations were developed from a study of more than 100 local district and intermediate district, state, national and international documents, and further refined based on extensive feedback.

**LATER ELEMENTARY (LE) GRADES 3-5**

**GRADE 3**

**(S1, 2, 3 – Meaning and Communication)** Examine a range of written and oral texts from across cultures, time periods, and genre to broaden perspectives. (*LE1.1*, LE5.1, LE5.4, LE9.1)

Read a variety of texts with accuracy, appropriate rate, and expression. (*LE 1.2*, LE3.1, LE3.3, LE6.1) \*

Retell the story elements of narrative text and major idea(s) of expository text with relevant details. (LE1.1, *LE1.3*, LE3.5, LE7.1)

Explain how to use word structure, sentence structure, and prediction to aid in decoding. (*LE1.4*) \*

Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (regular/irregular plurals, contractions, and noun/verb connection, etc.). (*LE1.4*, LE4.2, LE4.3)

Focus writing by identifying occasion, audience, and purpose. (*LE2.1*, LE6.2, LE6.4, LE7.4) \*

Write narrative text such as stories, sequencing events, and create poetry with a variety of patterns and/or features. (LE2.1, *LE2.2*, LE3.7)

Write expository text, organizing content in paragraph structure, including an introduction, topic/main idea sentence(s), details, and a conclusion. (LE2.1, *LE2.2*, LE3.7)

Generate, draft, revise, edit, and publish different forms of written expression. (*LE2.3*, LE2.4, LE7.4)

Spell words in context using multiple strategies and resources, e.g., phonics rules, analogy, word lists/walls, dictionaries. (*LE2.4*, LE3.2, LE4.2) \*

Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch. (*LE3.4*) \*\*

Determine the meaning of words and phrases (antonyms, synonyms, homonyms, similes, words with multiple meanings, and content area vocabulary) in context using strategies and resources (context clues, concept mapping, dictionary). (LE3.5, *LE3.6*, LE4.4)

**(S4 - Language)** Adjust use of language to communicate effectively with a variety of audiences and for different purposes, e.g., information/requests, discussion/ presentations, playground/classroom interactions. (LE4.1, *LE4.5*, LE6.1, LE6.2) \*\*

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

### **GRADE 3**

**(S5 - Literature)** Respond to multiple text types by speaking, illustrating, and/or writing in order to reflect, make connections, and share understandings. (LE3.3, **LE5.1**, LE8.4, LE9.3, LE10.2, LE11.3, LE11.4)

**(S6 - Voice)** Exhibit individual style to enhance the written and spoken message, e.g., in narrative text: varied word choice, varied sentence structure, and character description; in expository text: examples, transitions, grammar usage. (LE2.2, LE3.7, **LE6.2**, LE8.4)

Identify authors' purpose and style. (**LE6.3**, LE9.3)

**(S7 – Skills and Processes)** Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning, e.g., rereading or listening again, questioning, and locating information. (**LE7.2**, LE7.3) \*

Employ a range of strategies while writing, e.g., organize ideas, clarify message, edit for conventions. (LE2.4, LE3.5, LE3.7, **LE7.4**) \*

**(S8 – Genre and Craft of Language)** Write narrative text, including relevant details to develop plot, characters, and setting. (LE2.1, LE3.1, **LE8.2**)

Identify and describe a variety of genre, e.g., poetry, fantasy, folktales. (**LE8.2**, LE8.3)

Describe story elements in narrative text focusing on characters' positive and negative attributes, thoughts, and feelings (**LE8.2**)

Identify central purpose, major ideas, and supporting ideas in expository text. (**LE8.3**)

Identify expository text patterns, e.g. descriptive, chronological, compare/contrast. (**LE8.3**)

Explain how authors' use word choice, key phrases, and organization to communicate their message. (**LE8.4**, LE6.3)

Apply knowledge of text features to locate information and construct meaning, e.g., table of contents, headings, captions. (**LE8.5**)

**(S9 – Depth of Understanding)** Identify the overall message or theme of text. (LE5.2, **LE9.1**)

Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding, e.g., a narrative to an expository text, a literature selection to a subject area text, a historical event to a current event. (LE5.2, LE5.3, LE5.4, LE5.5, LE9.1, **LE9.2**)

**(S10 – Ideas in Action)** Connect personal knowledge, experience, and understanding of community to ideas in text. (LE5.3, **LE10.1**, LE10.2)

Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas. (LE3.3, LE3.8, LE5.2, LE6.3, LE8.4, **LE10.2**)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.



### **GRADE 3 (S10 – Ideas in Action, cont.)**

Apply personal understanding of ideas and themes in texts to form opinions with supporting evidence, understand characters, and explore other cultures. (LE10.1, *LE10.3*)

**(S11 – Inquiry and Research)** Select and use the appropriate resources for the task, e.g., asking others for clarification, using dictionary for word meaning, using magazines for concept information. (*LE11.2*) \*

### **(S12 – Critical Standards)**

Apply established standards to judge quality of personal and other written text. (LE7.2, LE7.3, *LE12.1*, LE12.2, LE12.3, LE12.4) \*

Discuss and use individual or established standards to judge accuracy and quality of text. (*LE12.2*) \*

### **GRADE 4**

**(S1, 2, 3 – Meaning and Communication)** Examine a range of written and oral texts from across cultures, time periods, and genre to broaden perspectives. (*LE1.1*, LE5.1, LE5.4, LE9.1)

Read a variety of texts with accuracy, appropriate rate, and expression. (*LE1.2*, LE3.1, LE3.3, LE6.1) \*

Summarize the main idea(s) of narrative text and major idea(s) of expository text with relevant details. (LE1.1, *LE1.3*, LE3.5, LE7.1)

Explain how to use word structure, sentence structure, and prediction to aid in decoding words. (*LE1.4*) \*

Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (regular/irregular verbs, adjectives, adverbs, and subject/verb agreement, etc.). (*LE1.4*, LE4.2, LE4.3)

Focus writing by identifying audience, point of view, and format based on purpose. (*LE2.1*, LE6.2, LE6.4, LE7.4) \*

Write narrative text such as formal and informal letters using the correct format and mailing protocol. (LE2.1, *LE2.2*, LE3.7)

Write expository text, organizing content with common text patterns, e.g., compare/contrast, position/support, problem/solution. (LE2.1, *LE2.2*, LE3.7)

Generate, draft, revise, edit, and publish different forms of written expression. (*LE2.3*, LE2.4, LE7.4)

Spell words in context using multiple strategies and resources, e.g., spelling patterns, word lists, dictionaries, spell check. (LE1.4, *LE2.4*, LE3.2, LE4.2)

Speak or read aloud with rhythm, tempo, and inflection, while varying volume and pitch. (*LE3.4*) \*\*

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

**GRADE 4 (S1, 2, 3 – Meaning and Communication, cont.)**

Determine the meaning of words and phrases (similes, metaphors, words with multiple meanings, and content area vocabulary) in context using strategies and resources (context clues, concept mapping, semantic feature analysis, dictionary, and thesaurus). (LE3.5, **LE3.6**, LE4.4)

**(S4 - Language)** Adjust use of language to communicate effectively with a variety of audiences and for different purposes, e.g., community building, appreciation/invitations, cross-curricular discussions. (LE4.1, **LE4.5**, LE6.1, LE6.2) \*\*

**(S5 – Literature)** Respond to multiple text types by speaking, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding. (LE3.3, **LE5.1**, LE8.4, LE9.3, LE10.2, LE11.3, LE11.4)

**(S6 – Voice)** Exhibit individual style and voice to enhance the written message, e.g., in narrative text: strong verbs, figurative language, and sensory images; and in expository text: precision, established importance, and transitions. (LE2.3, LE3.7, **LE6.2**, LE6.3)

Clarify authors' purpose and perspective and support with examples from the text. (**LE6.3**, LE9.3)

**(S7 – Skills and Processes)** Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning, e.g., focusing on text elements/structures, using graphic organizers, and making inferences. (**LE7.2**, LE7.3) \*

Employ a range of strategies while writing, e.g., read writing to a peer, add or delete content, use descriptive language, edit for conventions. (LE2.4, LE3.5, LE3.7, **LE7.4**) \*

**(S8 – Genre and Craft of Language)** Identify and explain the defining characteristics of genre, e.g., drama, fables, tall tales. (**LE8.2**, LE8.3)

Write narrative text, including relevant details to develop plot, characters, and setting. (LE2.1, LE3.1, **LE8.2**)

Analyze text for traits, actions, and motivation of characters. (**LE8.2**)

Analyze expository text for central purpose, major ideas and supporting ideas. (**LE8.3**)

Identify expository text patterns, e.g., compare/contrast, position support, problem/solution. (**LE8.3**)

Explain authors' use word choice, style and voice enhance their message. (**LE8.4**, LE6.3)

Apply knowledge of text features to locate information and construct meaning, e.g., tables, maps, marginal notes, written directions. (**LE8.5**)

**(S9 – Depth of Understanding)** Discern the overall message or theme of narrative text and the central purpose of expository text. (LE5.2, **LE9.1**)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

#### **GRADE 4 (S9 – Depth of Understanding, cont.)**

Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding, e.g., categorize and classify, compare and contrast, draw parallels across time and culture. (LE5.2, LE5.3, LE5.4, LE5.5, LE9.1, *LE9.2*)

#### **GRADE 4**

**(S10 – Ideas in Action)** Connect personal knowledge, experience, and understanding of the world to ideas in text. (LE5.3, *LE10.1*, LE10.2)

Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas. (LE3.3, LE3.8, LE5.2, LE6.3, LE8.4, *LE10.2*)

Apply personal understanding of ideas and themes along in texts to solve problems, comprehend other texts, and affect perspectives about the world. (LE10.1, *LE10.3*)

**(S11 – Inquiry and Research)** Select and use the appropriate resources for the task, e.g., dictionary for word meaning, encyclopedia for concept information, internet for current information. (*LE11.2*)

Apply individual and/or established standards to judge quality, accuracy, and relevance of personal and other written text. (LE7.2, LE7.3, *LE12.1*, LE12.2, LE12.3, LE12.4) \*

Discuss and use individual or established standards to judge accuracy, quality, and relevance of text. (*LE12.2*) \*

#### **GRADE 5**

**(S 1, 2, 3 – Meaning and Communication)** Examine a range of written and oral texts from across cultures, time periods, genre, and authors to broaden perspectives and personal preferences. (*LE 1.1*, LE5.1, LE5.4 LE9.1)

Read a variety of texts with accuracy, appropriate rate, and expression. (*LE1.2*, LE3.1, LE3.3, LE6.1) \*

Summarize the main idea(s) of oral and written narrative text and major idea(s) of oral and written expository text with relevant details. (LE1.1, *LE1.3*, LE3.5, LE7.1)

Explain how to use word structure, sentence structure, and prediction to aid in decoding. (*LE1.4*) \*

Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (comparative/superlative adjectives, adverbs, subject/verb agreement, etc.). (*LE1.4*, LE4.2, LE4.3)

Write to inform, report, explain, or influence audience. (*LE2.1*, LE6.2, LE6.4, LE7.4)

Write narrative text such as a play using related forms and features. (LE2.1, *LE2.2*, LE3.7)

Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas, e.g., enumeration, transitions, visual hierarchy. (LE2.1, *LE2.2*, LE3.7)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

**GRADE 5 (S 1, 2, 3 – Meaning and Communication, cont.)**

Generate, draft, revise, edit, and publish different forms of written expression. (*LE2.3*, LE2.4, LE7.4)

Spell words in context using multiple strategies and resources, e.g., syllabication, frequently misspelled word lists, dictionary, content glossaries, spell check. (LE 1.4, *LE2.4*, LE3.2, LE4.2)

Speak and/or read aloud with rhythm, tempo, and inflection, while varying volume and pitch. (*LE3.4*) \*\*

Determine the meaning of words and phrases (symbols, idioms, recently coined words, content area vocabulary) in context using strategies and resources (analogies, analysis, content glossaries, electronic resources). (LE 1.3, LE3.5, *LE3.6*, LE4.4)

**(S4 - Language)** Adjust use of language to communicate effectively with a variety of audiences and for different purposes, e.g., research, explanation, persuasion. (LE4.1, *LE4.5*, LE6.1, LE6.2) \*\*

**(S5 – Literature)** Respond to multiple text types by speaking, illustrating, and/or writing text in order to analyze content, to interpret the message, and to evaluate the purpose. (LE3.3, *LE5.1*, LE8.4, LE9.3, LE10.2, LE11.3, LE11.4)

**(S6 – Voice)** Exhibit individual style to enhance the written message, e.g., in narrative text: personification, humor, and element of surprise; and in expository text: emotional appeal, strong opinion, credible support. (LE2.2, LE 3.7, *LE6.2*, LE 8.4)

Identify and compare personal point of view with authors' purpose and perspective. (*LE6.3*, LE 9.3)

**(S7 – Skills and Processes)** Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning, e.g., locating information and relevant data to answer questions, solving problems, and representing information visually. (*LE7.2*, LE7.3) \*

Employ a range of strategies while writing, e.g., peer conference, write more than one draft, think of audience. (LE2.4, LE 3.5, LE3.7, *LE7.4*) \*

**(S8 – Genre and Craft of Language)** Use exemplary models to write narrative text with well-developed plot reflecting personal point of view. (LE2.1, LE3.1, *LE8.2*)

Analyze elements and style and explain how each defines a particular genre, e.g., mystery, adventure, cartoons.

Analyze story elements in narrative text focusing on setting and how it defines the characters/plot, the nature of dialogue, and how problems are resolved. (*LE8.2*)

Identify and replicate expository text patterns with graphic organizers. (*LE8.3*)

Identify expository text patterns in content area textbooks. (*LE8.3*)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

**GRADE 5 (S8 – Genre and Craft of Language, cont.)**

Explain how authors use literary devices such as cultural and historical phrases to communicate their message. (*LE8.4*, LE6.3)

Apply knowledge of text features to locate information and construct meaning, e.g., charts, symbols, maps. (*LE8.5*)

**GRADE 5**

**(S9 – Depth of Understanding)** Discern the inferred message, theme, or central purpose of text. (LE5.2, *LE9.1*)

Generalize global themes, universal truths, and principles within and across texts to create a deeper understanding, e.g., draw conclusions, make inferences, synthesize. (LE5.2, LE5.3, LE5.4, LE5.5, LE9.1, *LE9.2*)

**(S10 – Ideas in Action)** Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text. (LE5.3, *LE10.1*, LE10.2)

Respond to oral and written texts by extending, elaborating, and creatively representing the authors' ideas. (LE3.3, LE3.8, LE5.2, LE6.3, LE8.4, *LE10.2*)

Apply personal understanding of ideas and themes in texts to empathize with characters, relate to author's viewpoint, and discuss real life applications. (LE10.1, *LE10.3*)

**(S11 – Inquiry and Research)** Select and use the appropriate resources for the task, e.g., learning new procedures, reporting information, representing with graphics. (*LE11.2*)

Apply individual and/or established standards to judge quality of personal and other written text to identify attainment of intended purpose, to interpret authors' viewpoints, to determine effect on classroom or school-wide audiences. (LE7.2, LE7.3, *LE12.1*, LE12.2, LE12.3, LE12.4) \*

Develop and/or use individual or established standards to critically judge aesthetic quality and justify preferences of text. (*LE12.2*) \*

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

## MIDDLE SCHOOL GRADES (MS) GRADES 6-8

### GRADE 6

#### (S 1, 2, 3 – Meaning and Communication)

Examine a range of written and oral texts from across cultures, time periods, genre, and authors to broaden perspectives and personal preferences. (*MS1.1*, MS5.1, MS5.4, MS9.1)

Read and write a variety of texts with accuracy, appropriate rate, and expression. (*MS1.2*, MS3.1, MS3.3, MS6.1) \*

Summarize the main idea(s) of oral and written narrative text and major idea(s) of oral and written expository text with relevant details. (MS1.1, *MS1.3*, MS3.5, MS7.1)

Explain how to use word structure, sentence structure, and prediction to aid in decoding words. (*MS1.4*)\*

Recognize words in context using structural analysis (the study of syllables, prefixes, suffixes, roots, and origins) and syntactic analysis (plurals, active and/passive voice). (*MS1.4*) \*

Write narrative text such as poetry, matching arrangement of ideas and design with selected forms, e.g., haiku, limerick, cinquain. (*MS2.1*, MS8.2)

Write expository text to make plans, set goals, entertain, solve problems, or improve personal proficiency and regularly invite response from others. (*MS2.1*, MS6.2, MS7.4)

Generate, draft, revise, edit, publish and evaluate different forms of written expression. (*MS2.3*, MS2.4, MS7.3)

Spell words in context using multiple strategies and resources, e.g., syllabication, frequently misspelled word lists, dictionaries, content glossaries, spell check. (MS1.4, *MS2.4*, MS3.2, MS4.2) \*

Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch. (*MS.3.4*)\*\*

Determine the meaning of words and phrases (regional idioms, content area vocabulary, technical terms) in context using strategies and resources (connotation, denotation, technical manuals). (MS3.5, *MS3.6*, MS4.4)

(S4 - Language) Adjust use of language to communicate effectively with a variety of audiences and for different purposes, e.g., teamwork, taking turns, listening for meaning. (MS4.1, *MS4.5*, MS6.1, MS6.2) \*\*

(S5 - Literature) Respond to multiple text types by speaking, illustrating, and/or writing in order to compare similarities and differences in ideas, form, and style, to evaluate quality, and to determine personal and universal significance. (*MS5.1*)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

## **GRADE 6**

**(S6 – Voice)** Exhibit individual style to enhance the written and spoken message, e.g., in narrative text: episodes, personal anecdotes, varied sentence structure; and in expository text: theories, arguments, personal consequences. (MS2.2, MS 3.7, **MS6.2**, MS8.4, MS11.1)

Determine and compare how different sets of authors achieve their intended purpose and message. (**MS6.3**, MS9.3)

**(S7 – Skills and Processes)** Self-monitor comprehension while reading or listening, using a variety of strategies to construct meaning, e.g., posing and answering questions, outlining or taking notes, and using critical thinking. (MS 7.1, **MS7.2**, MS 7.3) \*

Employ a range of strategies while writing, e.g., peer conferencing, generating questions, matching form to content, modeling author's craft. (MS2.2, MS3.5, MS3.7, MS7.2, **MS7.4**, MS8.4) \*

**(S8 – Genre and Craft of Language)** Analyze the element of characterization and explain how it contributes to the resolution of plot in a variety of genres, e.g., superheroes in legends or myths, central figures in biography/autobiography, roles in drama. (**MS8.2**, MS8.4)

Analyze elements such as sensory imagery, rhyming, and humor in poetry, e.g., haiku, limericks, cinquains. (**MS 8.2**)

Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas, e.g., transitions among time and space, similarities and differences, advantages and disadvantages. (**MS8.3**)

Clarify central purpose, major ideas, and supporting details in oral and written expository text, e.g., TV and radio newscasts, newspaper, newsmagazines. (**MS8.3**)

Differentiate text patterns across genre, e.g., first and third person narration, poetic structures, fact and opinion. (MS8.2, **MS 8.3**)

Explain how authors use literary devices such as effective leads, metaphor, and symbolism, to communicate their message. (MS5.5, MS6.3, **MS8.4**)

Apply knowledge of text features to locate information and construct meaning, e.g. indexes, figures, timelines. (**MS8.5**)

**(S9 – Depth of Understanding)** Construct and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred). (MS5.2, **MS9.1**)

Generalize global themes, universal truths, and principles within and across oral or written texts to create a deeper understanding, e.g., take action, form opinions, transform perspectives. (MS5.2, MS5.3, MS5.4, MS5.5, MS9.1, **MS9.2**)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

## GRADE 6

**(S10 – Ideas in Action)** Integrate personal knowledge, experience, and understanding of world to themes and perspectives in oral and written text. (MS5.3, *MS10.1*, MS10.2)

Integrate multiple methods to respond to oral and written text by extending, synthesizing, and artistically representing the authors' ideas and compare responses with others. (MS3.3, MS3.8, MS5.2, MS6.3, *MS10.2*)

Critically judge content in oral or written text by relating to personal or global issues, recognizing influence of persuasive techniques, and noting stereotype or bias. (MS10.1, *MS10.3*)

**(S11 – Inquiry and Research)** Select, explain, and effectively use the appropriate resources for the task, e.g., tour guides for recreation, tools for investigation, field trips to museums for appreciating diversity. (MS10.3, *MS11.2*)

**(S12 – Critical Standards)** Select and apply individual and/or established standards to personal or other written text to reflect on merit of portfolio contents, document literacy growth, to establish a distinct personal style. (MS7.2, MS7.3, *MS12.1*, MS12.2, MS12.3, MS12.4) \*

Develop and/or use individual or established standards to critically judge aesthetic qualities and literary merit of text and to recommend preferences to others. (MS12.2, *MS12.3*) \*

## GRADE 7

**(S1, 2, 3 – Meaning and Communication)** Examine a range of written and oral texts from across cultures, time periods, genre, and authors to broaden perspectives and personal preferences. (*MS1.1*, MS5.1, MS5.4, MS9.1)

Read and write a variety of texts with accuracy, appropriate rate, and expression. (*MS1.2*, MS3.1, MS3.3, MS6.1) \*

Construct generalizations from key ideas in oral and written narrative and expository texts. (MS1.1, *MS1.3*, MS3.5, MS7.1)

Explain how to use word structure, sentence structure, and prediction to aid in decoding words. (*MS1.4*) \*\*

Recognize words in context using structural analysis (the study of syllables, affixes, roots, and origins) and syntactic analysis (pronoun referents, interjections, complete and complex sentences). (*MS1.4*)

Write narrative text such as poetry, matching arrangement of ideas and design with selected forms, e.g., couplets, ballads, acrostics. (*MS2.1*, MS8.2)

Write expository text to appeal to the reader's emotions, to convince others to take a position, and to provoke action and subsequently evaluate impact on audience. (*MS2.1*, MS2.2, MS3.7, MS6.2, MS7.4)

Generate, draft, revise, edit, publish and evaluate different forms of written expression. (*MS2.3*, MS2.4, MS7.3).

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.



**GRADE 7 (S1, 2, 3 – Meaning and Communication, cont.)**

Spell words in context using multiple strategies and resources, e.g., syllabication, frequently misspelled word lists, dictionaries, content glossaries, spell check (MS1.4, **MS2.4**, MS3.2, MS4.2) \*

Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch. (**MS3.4**) \*\*

Determine the meaning of words and phrases (historical terms, content area vocabulary, cross-cultural words and phrases) in context using strategies and resources (etymology, guess and check, discipline-specific references). (MS3.5, **MS3.6**, MS4.4)

**(S4 - Language)** Adjust use of language to communicate effectively with a variety of audiences and for different purposes, e.g., soliciting, contributing, and supporting opinions, interviewing, and explaining content area concepts. (MS4.1, **MS4.5**, MS6.1, MS6.2) \*\*

**(S5 - Literature)** Respond to multiple text types by speaking, illustrating, and/or writing in order to anticipate and answer questions, to determine personal and universal significance, and offer opinions or solutions. (5.1)

**(S6 - Voice)** Exhibit individual style to enhance the written and spoken message, e.g., in narrative text: foreshadowing and flashback, unique word choice, pacing; in expository text: hypotheses, pro and cons, appeals to reason and emotion. (MS2.2, MS 3.7, **MS6.2**, MS8.4, MS11.1)

Compare and contrast classic and contemporary literature presented in different formats, e.g., multicultural Cinderella stories in prose, poetry, drama, and art. (**MS6.3**, MS9.2)

**(S7 – Skills and Processes)** Self-monitor comprehension while reading, listening, or performing daily tasks using a variety of strategies to construct meaning, e.g., planning, managing, and evaluating progress. (MS 7.1, **MS7.2**, MS 7.3) \*\*

Employ a range of strategies while writing, e.g., using word processing, considering the reader's interests, employing appropriate and maturing vocabulary. (MS2.2, MS3.5, MS3.7, MS7.2, **MS7.4**, MS8.4)

**(S8 – Genre and Craft of Language)** Analyze emotions, reactions, and tensions among multiple characters and explain how they contribute to the plot in a variety of genres. (**MS8.2**, MS8.4)

Analyze elements such as dialogue, satire, parody in poetry and drama. (MS2.2, **MS8.2**, MS8.4)

Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas, e.g., pros and cons, arguments and counter arguments, chronological sequence. (**MS 8.3**)

Clarify central purpose, major ideas, and supporting ideas in oral and written expository text, e.g., brochures, editorials, and procedural documents. (**MS8.3**)

Clarify how authors combine text patterns across genre to convey meaning, e.g., function/purpose, hierarchy of importance, chronological/non-chronological. (MS8.2, **MS8.3**)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

## **GRADE 7 (S8 – Genre and Craft of Language, cont.)**

Explain how authors use literary devices such as propaganda, distortion, and exaggeration to communicate their message. (MS5.5, MS6.3, *MS8.4*)

Apply knowledge of text features to locate information and construct meaning, e.g., footnotes, sidebars, bullets. (*MS8.5*)

**(S9 – Depth of Understanding)** Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred). (MS5.2, *MS9.1*)

Apply lessons learned from global themes, universal truths, and principles within and across oral or written texts to create a deeper understanding, e.g., participate in schoolwide efforts, petition for change, transform perspectives. (MS5.2, MS5.3, MS5.4, MS5.5, MS9.1, *MS9.2*) \*\*

**(S10 – Ideas in Action)** Integrate and relate personal knowledge, experience, and understanding of world to themes and perspectives in oral and written text. (MS5.3, *MS10.1*)

Integrate multiple methods to respond to oral and written text, e.g., images, multimedia productions, drama and display for a wider audience. (MS3.3, MS3.8, MS6.4, *MS10.2*) \*\*

Critically judge and relate to oral or written text e.g., questioning the author (interview or letter), reading professional reviews, or researching authenticity of figures, time period(s), or events. (MS10.1, *MS10.3*) \*\*

**(S11 – Inquiry and Research)** Select, explain, and effectively use the appropriate resources for the task, e.g., databases for research, directories for finding information, knowledgeable people for support. (MS10.3, *MS11.2*)

**(S12 – Critical Standards)** Select and apply individual and/or established standards to personal or other written text to reflect on the quality of content, to critique and provide rationale for judgment, to select and contribute writing to school-wide collections. (MS7.3, *MS12.1*, MS12.2, MS12.4, MS12.5) \*\*

Develop and/or use individual or established standards to critically judge aesthetic qualities and literary merit of oral and written text and discuss or debate opinions with others. (MS 5.1, MS12.2, *MS12.3*) \*

## **GRADE 8**

**(S1, 2, 3 – Meaning and Communication)** Examine a range of written and oral texts from across cultures, time periods, genre, and authors to broaden perspectives and personal preferences. (*MS1.1*, MS5.1, MS5.4, MS9.1)

Read and write a variety of texts with accuracy, appropriate rate, and expression. (*MS1.2*, MS3.1, MS3.3, MS6.1)

Prioritize generalizations from key ideas in oral and written narrative and expository texts. (MS1.1, *MS1.3*, MS3.5, MS7.1)

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

## **GRADE 8 (S1, 2, 3 – Meaning and Communication, cont.)**

Explain how to use word structure, sentence structure, and prediction to aid in decoding words. (*MS1.4*) \*

Recognize words in context using structural analysis (the study of syllables, affixes, roots, and origins) and syntactic analysis (subject verb agreement, conjunctions, punctuation). (*MS1.4*)

Write using a combination of narrative and expository structure, e.g., brochures, advertisements, position papers. (*MS2.1*, MS8.4)

Write to make formal requests, to influence policy changes, to construct scenario responses. (*MS2.1*, MS3.7, MS6.2, MS7.4)

Generate, draft, revise, edit, publish and evaluate different forms of written expression. (*MS2.3*, MS2.4, MS7.3)

Spell words in context using multiple strategies and resources, e.g., syllabication, frequently misspelled word lists, dictionaries, content glossaries, spell check. (MS1.4, *MS2.4*, MS3.2, MS4.2) \*

Speak and/or read aloud with rhythm, tempo, and inflection while varying volume and pitch. (*MS3.4*) \*\*

Determine the meaning of words and phrases (mathematical expressions, scientific procedures, literary terms) in context using strategies and resources (prior knowledge, text features and structures, electronic sources). (MS3.5, *MS3.6*, MS4.4)

**(S4 - Language)** Adjust use of language to communicate effectively with a variety of audiences and for different purposes, e.g., debating, offering commentary, analyzing programs or ideas. (MS4.1, *MS4.5*, MS6.1, MS6.2) \*\*

**(S5 – Literature)** Respond to multiple text types by speaking, illustrating, and/or writing in order to highlight the overall message, to determine personal and universal significance, and to analyze and interpret key ideas. (*5.1*)

**(S6 - Voice)** Exhibit individual style to enhance the written message, e.g., in narrative text: effect, mood and tone, color/composition; and in expository text: visual impact, testimonial, emphasis on certain content. (MS2.2, MS3.7, *MS6.2*, MS8.4, MS11.1)

Explain how author's intended message may represent values, beliefs, and cultural/historical contexts. (MS5.4, *MS6.3*, MS9.2)

**(S7 – Skills and Processes)** Self-monitor comprehension while reading, listening, or performing daily tasks using a variety of strategies to construct meaning, e.g., reflecting, redirecting, finding and applying new strategies. (MS7.1, *MS7.2*, MS 7.3) \*

Employ a range of strategies while writing, e.g., using language that inspires, reading the piece aloud, finding and applying new strategies. (MS2.2, MS3.5, MS3.7, MS7.2, *MS7.4*, MS8.4) \*

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

## GRADE 8

**(S8 – Genre and Craft of Language)** Analyze rising action, turning point, and falling action in narrative plot in a variety of genres, e.g., short story, drama, novel. (*MS8.2*, *MS8.4*)

Analyze elements such as figurative language, irony, and symbolism in short stories and novels. (*MS2.2*, *MS8.2*, *MS8.4*)

Write expository reports or essays, organizing content in multi-paragraph structure, including clear relationships among ideas, e.g., pros and cons, arguments and counter arguments, chronological sequence. (*MS 8.3*)

Clarify central purpose, major ideas, and supporting ideas in oral and written expository text, e.g., commentary, primary source documents, debate. (*MS8.3*)

Clarify how authors combine text patterns across genre to convey meaning, e.g., prose and poetry, prologues/epilogues, previews/reviews. (*MS8.2*, *MS8.3*)

Investigate how authors may influence or mislead through bias, stereotyping, omission, and emphasis. (*MS5.5*, *MS6.3*, *MS8.4*)

Apply knowledge of text features to locate information and construct meaning, e.g. numbers, symbols, icons. (*MS8.5*)

**(S9 – Depth of Understanding)** Analyze and explain the overall message, theme, or central purpose of oral or written text (explicit or inferred). (*MS5.2*, *MS9.1*)

Apply new perspectives from themes, universal truths, and issues of importance within and across oral or written texts to create a deeper understanding, e.g., participate in community service, alter course of action, express individuality. (*MS5.2*, *MS5.3*, *MS5.4*, *MS9.1*, *MS9.2*)

**(S10 – Ideas in Action)** Investigate and relate personal knowledge, experience, and understanding of world to themes, issues, and perspectives in oral and written text. (*MS5.3*, *MS5.4*, *MS10.1*)

Integrate multiple methods to respond to oral and written text, e.g., images, multimedia productions, drama and display for a wider audience. (*MS3.3*, *MS3.8*, *MS6.4*, *MS10.2*)

Critically judge and interpret oral or written text, e.g., verifying accuracy of statistics and factual information, assessing universality of message, persuading others to take action. (*MS10.1*, *MS10.3*)

**(S11 – Inquiry and Research)** Select, explain, and effectively use the appropriate resources for the task, e.g., Internet for research, voter guides for practicing citizenship, mentors for learning life skills. (*MS10.3*, *MS11.2*)

**(S12 – Critical Standards)** Select and apply individual and/or established standards to personal or other written text when peer conferencing, preparing for publication, maintaining a portfolio. (*MS7.3*, *MS12.1*, *MS12.2*, *MS12.4*, *MS12.5*) \*

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.

**GRADE 8 (S12 – Critical Standards, cont.)**

Develop and/or use individual or established standards to critically judge aesthetic qualities and literary merit of oral and written text to refine preferences. (MS5.1, MS12.2, *MS12.3*, MS12.5) \*

KEY: S = Standard (e.g., S1, 2, 3 = Standard 1, 2, 3)

Related state benchmarks in parentheses, with closest state benchmark italicized.

\* Content identified as indirectly assessed at the state level.

\*\* Content identified as assessable at the local district and/or classroom level.